



St Joseph's Primary School

Additional Support for Learning Policy

Reviewed November 2021

PREFACE

The National Context

The Children and Young People (Scotland) Act 2014

This confirms that 'Getting It Right For Every Child'

<http://www.gov.scot/Topics/People/Young-People/gettingitright> is now the national approach. It is the key driver to improve outcomes for all children and young people and its strategic overarching framework therefore supports all other legislation and policies related to meeting needs in our schools and early years establishments.

[Getting it right for every child \(GIRFEC\) - gov.scot](http://www.gov.scot/Topics/People/Young-People/gettingitright)

It puts children and families at the centre of planning improvements in outcomes using early intervention strategies.

This policy emphasises that it is the responsibility of each and every member of the universal service of education, to support, promote and safeguard all aspects of the wellbeing of East Renfrewshire's children and young people. It ensures that all practitioners take a holistic view of the child and that their needs are assessed in the wider context of barriers to wellbeing. The approach continues to be proportionate to the individual child's needs. When there is a concern regarding a child's wellbeing, we continue to assess and plan in keeping with our staged intervention approach, using the wellbeing indicators as a shared language with our multi agency partners. Our policy confirms that children's wellbeing is firmly linked to children's rights (United Nations Convention on the Rights of the Child) and to Curriculum for Excellence.

East Renfrewshire Education Services' approach to supporting learners rests securely on Scottish Government policy and on national guidance and, in particular, on the Additional Support for Learning legislation (2004) and the revised guidance 2017.

[Additional support for learning: statutory guidance 2017 - gov.scot](http://www.gov.scot/Topics/People/Young-People/gettingitright)

East Renfrewshire Council puts The Education (Additional Support for Learning) (Scotland) Act 2004 at the heart of its commitment to equal opportunities, social inclusion and early intervention.

*“Inclusive education in Scotland starts from the belief that education is a human right and foundation for a more just society. An inclusive approach, with an appreciation of diversity and an ambition for all to achieve their full potential, is essential to getting it right for every child and raising attainment for all. **Inclusion is the cornerstone to help us achieve equity and excellence in education for all of our children and young people.**”*

Scottish Government Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming, 2017

Each establishment is required to produce and keep under review a policy on provision for children with additional support needs. This policy is derived from the Council’s Inclusion Policy (standard circular 12 revised) and ‘Getting it Right for Every Child’ and will take account of the particular circumstances of this establishment.

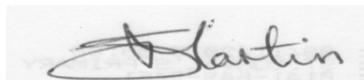
The Getting it right for every Child approach

The Getting it right for every Child approach is how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- Builds solutions with and around children, young people and families.
- Enables children and young people to get the help they need when they need it.
- supports a positive shift in culture, systems and practice
- involves working better together to improve life chances for children, young people and families

Our school policy outlines how St Joseph’s Primary will meet our duties under the new legislation (The Children and Young People’s Act 2014). As with all our practice, it is dependent on a successful relationship with parents, carers and our children.

Signed



Suzanne Martin (Head of Establishment)

RATIONALE

There is a statutory requirement upon every education authority to offer an adequate provision of school education to all pupils, whatever their additional support needs, whether they be educational, physical, social or emotional. By working in partnership with all those who are involved in the care of the child, we aim to meet these needs, by making adequate provision for individual differences through the provision of a wide range of resources, differentiated curriculum, assessment, monitoring and support procedures as indicated in this policy.

Support needs can arise from a child's:

- Specific learning difficulty
- Medical condition/Disability
- Social/Family circumstances
- Emotional factors
- Attendance
- Exclusion
- Bereavement/Separation
- EAL

Aims

- To assist all pupils in the achievement of their potential in line with the school's Vision, Values and Aims
- To provide an appropriate curriculum and methodology to support pupils achieve their potential
- To support all teachers in identifying needs and providing appropriate learning for individual pupils
- To work collaboratively with parents, and other agencies as appropriate, in the pursuit of these aims
- To be an inclusive and nurturing school
- To promote an ethos of achievement where there is high expectation for all

Management of Additional Support Needs

DEFINITION OF ADDITIONAL SUPPORT NEEDS

*"A child or young person has additional support needs where, **for whatever reason**, the child or young person is, or likely to be, unable without the provision of additional support to benefit from **school education** provided for the child or young person."* (Scottish Executive, 2004)

The Depute Head Teacher co-ordinates the management of additional support needs within the school. (Additional Support Needs Co-ordinator: ASNC)

Some children and young people may have short-term difficulties, as a result of illness, bereavement or moving school, and some may live with challenges such as the effects of disability, or long-term conditions. While most will get all the help and support they need from their parents, wider family and community, sometimes they and their families may seek extra support.

- Where a pupil's additional support needs (ASN) can be met by differentiated responses under the management of the class teacher there is no requirement for a Wellbeing Plan. For these pupils, ASN is recorded by the class teacher in an East Renfrewshire ASN Profile.
- If, however, the assessed additional support needs require support from school managed resources – for example learning or behaviour support – for at least a school term, the staged intervention process starts with a Stage 1 Wellbeing Plan which is opened by the teacher and referred to the Learning Support Teacher and ASNC. Parents are consulted fully throughout this process.
- Before a pupil is referred to the Psychological Service, careful consideration is given to the grounds for referral. Families are notified in advance that the case discussion is going to take place, and the outcome is reported to them. If it is agreed that there is a role for the Educational Psychologist, the school then has to make an application to the Psychological Service as a request for support. Once submitted, the request will be considered for allocation within the Educational Psychology Service, using a priority and criterion referenced assessment
- If ongoing involvement and support is appropriate, this will be reflected in a Wellbeing Plan, Stage 2 or Stage 3.
- If a pupil is in receipt of multi-agency support, a Stage 3 Wellbeing Plan is drawn up.
- If a pupil's additional support needs also require input from social work services and or health a Wellbeing Plan at Stage 3 or a Co-ordinated Support Plan will be drawn up using the ERC inclusion Guidelines for Co-ordinated Support Plans. Co-ordinated support plans will be opened at the discretion of the authority but commit the school to certain interventions and supports including an annual review.
- Children with disability and accessibility issues will be supported appropriately in line with Scottish Government guidelines and partnership working from outside agencies.
- All Looked After children are at Stage 3 of Intervention and should have a Wellbeing Plan.
- The Wellbeing Plan will identify the pupil's significant additional support needs and the interventions which will address them. The contribution of pupils and

parents/carers to achieving the learning outcomes will also be recorded in the plan.

- All Wellbeing Plans are under the direction of the ASNC and the Head Teacher. They are agreed with parents/carers and the pupil at the parents' meetings each year. The short term targets are created in October, March and June. These will be discussed at professional dialogue meetings with staff and followed up with children.

St Joseph's Primary School is committed to meeting the additional support needs of all its children. The Head Teacher or additional support for learning co-ordinator will endeavour to provide information related to a child's learning and teaching and will hopefully be able to answer any questions or reassure parents about any concerns or issues they may have.

MEDIATION AND DISPUTE RESOLUTION

The school will co-operate fully with the Mediation and Dispute Resolution process. However, we would always strive to minimise parental concerns by ensuring that our approach to addressing additional support needs is clearly stated and understood by all and underpinned by a robust assessment and intervention programme which reflects the partnership between home and school.

TRANSITIONS

The school must have in place robust plans to support the transition of a child or young person with additional support needs into or out of the school. Where appropriate the ASNC of the sending and receiving establishment should seek and take account of the advice from other relevant agencies including parents/carers as well as the child/young person.

ROLES AND RESPONSIBILITIES

Children will be supported in the achievement of their potential through the following roles and responsibilities:

Class Teacher

All classroom teachers have a contractual and statutory duty to address the learning needs of all the children and young people in their class.

For the majority of pupils their additional support needs are met by effective learning and teaching and appropriate differentiation.

The class teachers are the first line assessors of a pupil's additional support needs and will differentiate the curriculum or teaching strategies accordingly, using Teaching for Effective Learning and Promoting Positive Behaviour as well as other associated school policies.

- Plan, prepare and deliver a broad curriculum differentiated as reasonable and appropriate to individual needs and abilities.

- Support the learning, progress and development of all pupils through the use of effective pedagogy, including the ongoing use of a range of formative assessment strategies and Support for Learning Staff
- Monitor and track progress of all pupils through:
 - a) Ongoing informal assessment
 - b) Scheduled, planned summative assessment
 - c) Agreeing, setting and monitoring targets for pupil attainment and achievement
 - d) Maintaining up to date records of progress and assessments
 - e) Implementing specific support plans, as appropriate
- Maintain professional dialogue with line managers and/or ASN Co-ordinator and Learning Support Teacher on learning and teaching effectiveness.
- Refer concerns on pupil progress to line managers/ASN Co-ordinator and Learning Support Teacher

Line Manager

- Leads effective learning and teaching practice and continuous improvement.
- Advise, guide and consult staff.
- Engage in, lead and support professional dialogue and reflection on individual staff practice.
- Report to the Head Teacher on pupil progress and achievement.

Support for Learning Staff

- To support the learning, development and progress of pupils as directed by the class teacher/ASN Co-ordinator/ Learning Support Teacher

Additional Support Needs Co-ordinator

The Additional Support Needs Co-ordinator will undertake to do the following:

- 1 Provide advice and support to all staff and the Staff Development Co-ordinator to ensure a coherent approach to staff development linked to the CLPL processes including PRD interviews.
- 2 Support class teachers according to need and circumstances with:
 - The assessment of needs
 - The monitoring of progress
 - The evaluation of effectiveness of agreed provision
 - The identification and provision of suitable resources
 - Planning the above
- 3 Advise teachers and PSAs on agreed courses of action and/or programmes of study
- 4 Consult with and advise parents as appropriate

- 5 Liaise and consult with outside support agencies
- 6 Review Wellbeing plans- November, March and June
- 7 Support the Head Teacher in the proper implementation of the East Renfrewshire Council's Inclusion policy.

Head Teacher

- Ensure arrangements for appropriate provisions for additional support needs
- Lead, support and enable the development and capacity of all staff to ensure all pupils receive high quality learning and teaching
- Monitor and track the progress of all pupils
- Work collaboratively with pupils, parents, staff and all other agencies as appropriate

QUALITY ASSURANCE (QA)

The management team is responsible for QA of learning and teaching and arrangements for children with ASN.

This includes 2 classroom observations each year as well as learning discussions with children. All Looked After children are interviewed each time and a selection of children with Wellbeing Plans and those who are gifted and able are also interviewed.

MANAGING INFORMATION AND PROTECTING DATA

In line with guidance from the Council's Head of Information Governance, the school will adhere to the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 with regard to seeking appropriate consent in the exchange and sharing of information. All staff must be vigilant in ensuring that the legal requirements of protecting confidentiality of individuals and information about them are met. The Co-ordinated Support Plan is a confidential document and should be kept in a locked repository at all times. Copies of the document or extracts from it, however, need to be shared with key personnel who have a responsibility for supporting a child or young person. Parents/Carers or a young person should give their consent to the sharing of any information.

When the school receives information about a child, this should be logged on a St Joseph's wellbeing Records (yellow), copied as required to others and logged onto the SEEMIS system in Pastoral Notes as appropriate. Other paper files which refer include: Child Protection, Social Work, Serious Incident. These are kept locked in the Head Teacher's office.

ADDITIONAL SUPPORT NEEDS: OVERVIEW of INTERVENTION APPROACHES

Whole School

- Additional Support Needs Overviews – updated regularly by ASNC, Learning Support Teacher and Class Teachers
- Class chronologies – confidentially kept in red folders, updated regularly by Class Teachers
- Tracking of 'My World Triangle' – termly by Children and Class Teachers
- Routine monitoring and tracking of progress of all pupils – through the Quality Assurance calendar

Pre 5/Primary Transition Strategies

- Visit to nurseries and early years centres by teaching staff and members of management to observe and discuss new intake.
- Transition meetings arranged with nurseries and early years establishments.
- Infant Principal Teacher meets with nursery staff to arrange extended transition for pupils with additional support needs.
- Stage Transitions – ASN overviews
- Establishment Tracking System in Place
- Wellbeing Plans
- Transition information on a whole school pro forma
- Enhanced Transitions – Pupil Passports/Social Stories (as required)

▪ Early Intervention: Primaries 1 and 2

- Learning through play
- Ongoing advice/guidance to class teachers on learning and teaching
- Co-operative teaching (as staffing permits)
- Co-ordinated by ASNC
- Regular monitoring of progress/attainment by ASNC, Learning Support Teacher, Infant Principal Teacher
- Parent Workshops (Maths and Language)
- Regular reviews with parents
- EAL focused support
- Baseline assessment administered in September

Additional Support Needs Programme

All staff will be alert to any child whose achievement is less than that, of which they are capable, or whose demeanour, presentation or behaviour changes causing them to act, or perform, out of character.

Specific aspects of personal and social development, as well as academic attainment will be monitored and assessed on an ongoing basis, as outlined in teachers' forward planning and assessment formats. Such routine informal assessment will be supported by the scheduled use of standardised assessments as follows:

Reading

The monitoring of progress in reading attainment will be supported by the use of:

East Renfrewshire P1 Baseline

East Renfrewshire P3, 5, 7 Standardised Test

P1, 4, 7 Scottish National Standardised Assessment

P2 -7 Yearly GL assessment administered by Class Teacher

- Pupils identified as requiring additional support through this assessment will use an individual reading scheme, Dandelion / Alba / Moondog / Talisman Readers / Rapid Reader.

Writing

P1-7 Routes through Writing

- Class teachers mark cold pieces of writing against specific criteria.

Spelling

P2-7 SWST (Single Word Spelling Test) administered yearly (Sept/Oct)

- Pupils who are identified as having a spelling age lower than their chronological age are supported using Nessy, an individualised ICT programme.

Maths

East Renfrewshire P1 Baseline

East Renfrewshire P3, 5, 7 Standardised Test

P1, 4, 7 Scottish National Standardised Assessment

P2-7 MALT Diagnostic Assessments

- Class Teachers will administer these assessments to track the progress of pupils. Pupils that are highlighted as making limited progress will be supported in class.

ASSESSMENT 'TOOLS'/RESOURCES:

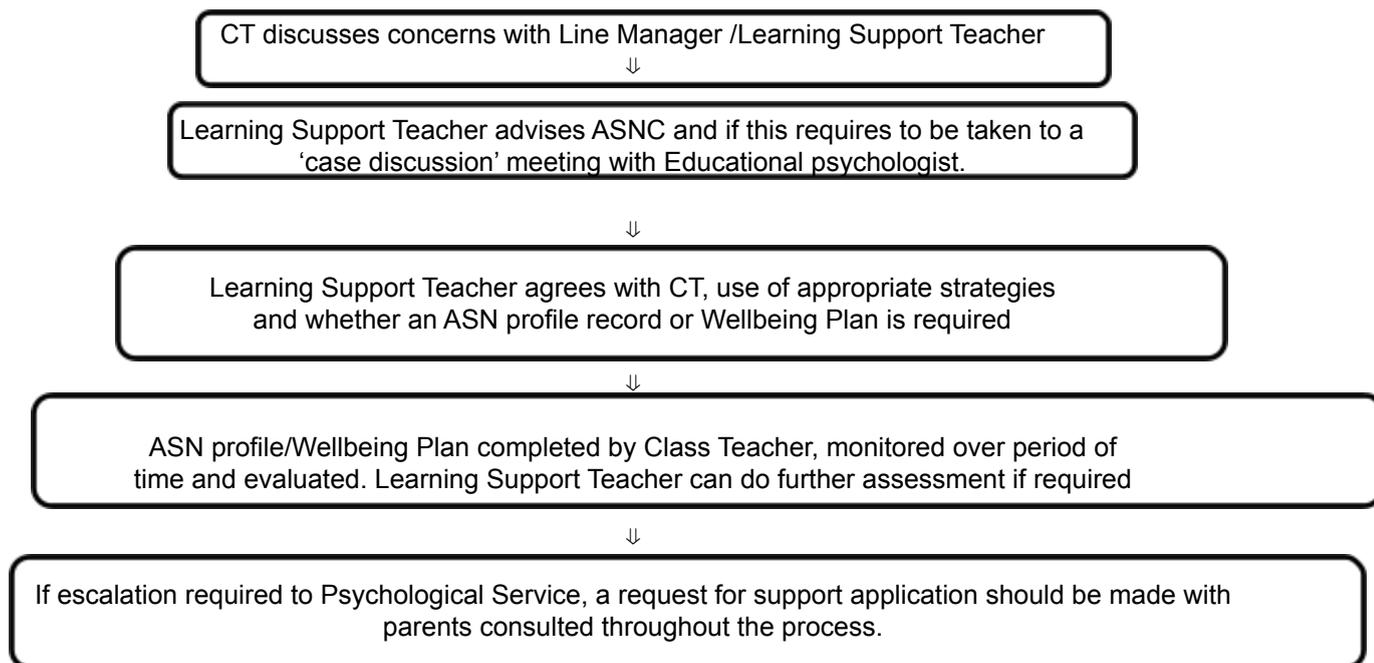
Baseline Assessment	(= assessment of literacy/numeracy competence)
GL Assessment	(= reading age)
Routes through Writing	(= success criteria checklist)
SWST	(= spelling age)
MALT	(= Diagnostic maths assessment)

RAISING and PROGRESSING CONCERNS

The Additional Support Needs Co-ordinator will target the support of children specifically at P1 and P2 through early intervention strategies, then P3-7, to identify and help, as far as possible, under achieving children and those requiring further challenge.

Where a class teacher has concerns about a child's progress a referral to the Additional Support Needs Co-ordinator should be made:

INTERNAL SUPPORT REFERRAL by Class Teacher to ASN Co-ordinator



RECORD KEEPING and ASSESSMENT

It will be the responsibility of the Additional Support Needs Co-ordinator to keep up-to-date records of progress for pupils in receipt of additional support for learning. These records will transfer with the Class Profile at the end of each session, in order that the next teacher may have an overview of particular need/development. This includes ASN overview form and groups that require Support for Learning.

LIAISON WITH OTHER AGENCIES

To aid the effective implementation of this policy, the school will liaise with, and seek the expertise of, the following as appropriate:

- Parents/carers – *Information will be logged in pupil's chronology.*
- Case Discussion Meetings - *discussions with Educational Psychologist*
- Adviser in Special Educational Needs – *ASN QIO*
- EAL Support Services
- Education Services
- Children's Hearings